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AUTHOR Ander, Curry
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ABSTRACT

Based on the belief that critical thinking patterns, language abilities, and social skills that develop from birth to age 6 are foundational to children's sociomoral development, the Phoenix Project was developed to explore the factors contributing to and affecting children's sociomoral development. This pilot project was carried out by the Phoenix Foundation and the East End Children's Workshop (EECW) in Portland, Maine. The three goals of this project were: (1) to study the question of "why do some children have more resiliency than others in similar difficult situations, and how can we remote that resiliency?"; (2) to seek ways to develop a curriculum model as a primary tool to address children's sociomoral development and resiliency; and (3) to create a system of collaborative services that support the families served at EECW and the surrounding East End neighborhood. Among the findings and accomplishments of the project are the following: (1) careful definitions helped frame the scope of the project; (2) curriculum is an emerging process; (3) resiliency in children has specific qualities; (4) focusing on sociomoral development begins by finding strengths; (5) enhancing meaningful relationships with parents is critical; and (6) ensuring a sense of safety can be difficult. Recommendations to improve the Phoenix Project include developing an emerging curriculum that emphasizes sociomoral development, and continuing high quality training and support for staff. (Five attachments contain a glossary, drawings of the EECW site, 36 references, a neighborhood questionnaire, and a list of organizations and individuals who contributed to the project and to this report.) (MOK)

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The Sociomoral Development of Young Children At The East End Children's Workshop

A Phoenix Foundation Pilot Project

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January 1996
By Curry Ander, Early Childhood Consultant
and Staff Person to the Phoenix Project

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OVERVIEW OF THE PHOENIX PROJECT

Purpose

The Phoenix Project was developed to explore children's sociomoral development, and resulted in new ways of thinking. Something important happened to us as a group, and the very term *sociomoral* was an evolutionary process. This report summarizes the goals, methods, findings and recommendations of this project. By recapturing discussions and interviews with community members, quotes and anecdotes from real life events are highlighted. As our vision emerged, we found it involved the whole community.

History

The Phoenix Foundation is a non-profit operating foundation committed to progressive social change. One of the Foundation's focus areas is children and families. The Phoenix Project grew out of the board's interest in preventing children from turning to crime and violence. Working with James Irwin of the Maine Youth Center, the Foundation came to see the direct link between the erosion of ethical and moral values in the United States and disrespectful, dishonest and violent behaviors.

The Phoenix Project, a six month preliminary study, was initiated and funded by the Foundation to begin to explore the feasibility of developing a sociomoral curriculum in a child care center where many of the children are at-risk. The Foundation undertook this collaborative process with the dedicated staff of East End Children's Workshop (EECW) because of the belief that the critical thinking patterns, language abilities, and social skills that develop from birth to age six are foundational to sociomoral development.

During this preliminary study the sources of curriculum development have expanded beyond the EECW staff, parents and children to include the community and neighborhood. All have an important role in addressing the root causes of the erosion of moral values in our society. All need to play a part in the solution.

Goals

Goal 1: Study the question, "Why do some children have more resiliency than others in similar difficult situations, and how can we promote that resiliency?"

EECW was an appropriate site to study *resiliency* and *sociomoral* development (Attachment 1) because the East End community feels vulnerable to the increase of violence and crime. The behaviors that EECW children sometimes display demonstrate that they are coping with a great deal of stress. It has long their mission to provide families with prevention and intervention strategies that foster resiliency, self esteem, and sociomoral development.

Goal 2: Seek ways to develop a curriculum model as a primary tool to address children's sociomoral development and resiliency.

Other professional organizations have a great deal of curriculum information, but do not comprehensively address the daily lives of children at EECW. Aggression, abuse, and neglect in high-risk families all create negative behaviors in young children. Children need skills to process their emotional realities, and a curriculum that finds ways to *hold* (Attachment 1) them with respect and *unconditional love* (Attachment 1). There must be a belief the inherent ability of all children to be contributing citizens capable of having a positive effect upon the world.

Goal 3. Create a system of collaborative services that support the families served at EECW and the surrounding East End neighborhood.

To serve the complex needs of the whole family, a cooperative approach with existing programs is essential. This community has come to depend upon the long term existence of the unique social services component at EECW. As EECW breaks ground for the construction of the new *East End Family Workshop* to be completed in the fall of 1996 (Attachment 2), even broader support services will be possible.

History and Mission of EECW.

Birthed in 1978 as result of the merger of two child care centers, EECW emerged with 5 primary goals:

1. To provide child care services to families whose parents are working, attending school, or in job training;
2. To provide an alternative child care placement to strengthen families who are in situations where child abuse and neglect occurs;
3. To provide developmentally appropriate classrooms that promote and nurture individual children of all abilities, with special focus on children who are delayed developmentally, socially and/or emotionally;
4. To facilitate relationships between families and support agencies,
5. To act as model for cooperative social action in the community.

EECW provides comprehensive child care and family support programs for children ranging in age from 2 1/2 to 15 years. Care includes nutritious meals, health and developmental screening. EECW has a family orientation, offering parenting education and support groups. The population consists of predominantly low income single parents, and a percentage of children who are referred by the Maine Department of Human Services. EECW believes that early prevention, intervention, and family support benefits families both financially and spiritually.

EECW is located in the 'East End' or 'Munjoy Hill' section of Portland; Maine's largest city. Of a city of 64,359 (Neighborhood Profiles, 1993), East End is the third largest of eighteen neighborhoods with 5,323 people. Munjoy Hill is the eastern most district of the peninsula, and has spectacular views of the Casco Bay islands.

The East End, like so many neighborhoods in America, is experiencing an increase in crime. According to the 1994 Munjoy Hill Community Survey: 21% rated the chance of their home being broken into as high or very high, 44% believe "there is a drug problem", and crimes have been observed by 34% of the respondents.

Housing ranges from high rent units and private homes bordering the peninsula, to areas of low income rental housing and public projects. The East End is divided physically and perceptually by Washington Avenue, a large street with heavy incoming highway traffic. Some problems include feuds from one neighborhood to another. EECW is currently housed in an old church in Bayside, near the housing project of Kennedy Park. The program will be moving and expanding to Washington Avenue when their new building is completed.

METHODS

1. Review Existing Materials on Children's Sociomoral Development.

Every meeting and discussion held or attended by Phoenix Project members resulted in suggestions for literature on the topic. These references (Attachment 3) offered or validated ideas, and stimulated provocative discussions.

2. Distribute a Questionnaire to Staff, Parents, and the Local Community.

A questionnaire (Attachment 4) was circulated, and individual and group interviews were conducted. The result was a wealth of information, quotes and anecdotes. These portray intimate views of sociomoral development that have become the soul of this report.

3. Introduce Phoenix Project Goals at Community Meetings.

There are many organizations and individuals (Attachment 5) who are invested in the mission of EECW. Area community meetings both introduced the Phoenix Project as well as gave a sense of what is already available to the families in the East End.

4. Discussion at Monthly Phoenix Project Meetings (Think Tanks).

During meetings with EECW administrative staff, Phoenix Foundation staff and consultants, project goals and objectives were defined and new ideas were shared. The discussions were long in philosophy, rich in content, and rewarding in their ability to produce a sense of hope. The teachers of EECW contributed by grounding us with their daily realities, attending training and support groups, editing this report, and taking care of the children and families every day!

FINDINGS AND ACCOMPLISHMENTS

1. Definitions Helped Frame the Scope of the Phoenix Project.

Repeatedly we found ourselves confined by interpretations of language. This compelled us to resolve our own definitions, as well as to adopt new terms such as *sociomoral* (Devries & Zan 95'). By giving new definitions to old terms, we framed the scope of our work. The following definitions are expanded in the Appendix 1 Glossary.

- *"sociomoral"*
- *"curriculum"*
- *"emerging curriculum"*
- *"unconditional love"*
- *"holding"*
- *"resiliency"*

Defining where to start an emphasis on *sociomoral education* began with an awareness of self, both in adults and children. This was the focus of the training sessions sponsored by Phoenix that are summarized later in this report. We defined *sociomoral development* as being founded upon:

- Building trust and acceptance with children and families.
- Building and enhancing communication skills, such as conflict resolution.
- Inviting the neighborhood to become a part of the solution.
- Offering an environment in child care and the home that fosters resiliency.

2. Curriculum is an Emerging Process:

We studied how children develop their values from infancy. Kohlberg built his six stages of moral judgment upon Piaget's theories (Reimer et al, 1983). Relevant to this project are the first three stages in young children. Simplified, they are:

Stage 1-the child is the center of the universe, everything revolves around them.
Stage 2-the child is able to consider that others have different points of view.
Stage 3-the child can look at the situation from a third person perspective.

Kohlberg-"The ability to take the role of another person is a social skill that develops gradually and proves to be a turning point in the development of moral judgment." Though the ages Kohlberg assigned to these stages are debated, they aid in our understanding of sociomoral topics that are appropriate with young children.

Ideas for children's curriculum activities that include an emphasis on sociomoral development emerge from a working knowledge of child development, the children themselves, and their families. The curriculum then becomes real and relevant to the daily lives of the children, and assists them in making sense of their world.

The following anecdote illustrates a typical event in the daily life of an EECW classroom:

"Let's Play Coffee Brandy"

In the office foyer a teacher is on her break and pacing. It is obvious that she is agitated and needs to talk. She reveals her anguish about some highly interactive play in the housekeeping area of her classroom. A 4 year old girl, let's call her Rita, was playing with the tea set; but her play was not about tea.

Rita was playing "Coffee Brandy," by pouring for herself and two playmates teacups of pretend liquor. They proceeded to sit at the table yelling at each other, getting up, staggering around, yelling some more, and then falling upon one another. Later, in a repeat of this play, the same children pretended to "call the cops," and "hide the babies until the cops had left."

Concerned by the implications of this play, the teacher chose to trust her instincts and stand by to observe for a couple of minutes. She then went over and redirected the play toward cooking a meal.

Her questions were: "Should I have stopped them?" and, "should I tell the parents about this play in case the children talk about it to their parents? I don't want parents to think we teach children how to play 'Coffee Brandy' here." According to the teacher, this type of play is not unusual in her classroom, and she is uncomfortable with it, and would like some guidance.

This scenario raises sociomoral questions to be addressed in an emerging curriculum:

- When should we intervene in play that is controversial?
- How do we talk about this play with children, parents, or the teaching teams?
- Does this child need to play "Coffee Brandy" to make sense of her world?
- Is this an example of a time when sociomoral issues can be raised and discussed? By whom and when?
- Does this illustrate the need to include parents and the community in determining how to approach these and other issues that are so value laden?

The emerging curriculum process is in keeping with our philosophy that children need and want to engage in activities and play that are relevant to their daily lives. With support from adults, children learn from activities they help initiate from their curiosity about events that occur around them. We believe developing this curriculum is possible and desirable using EECW as a model, and themes observed from the children's play.

Developing an emerging curriculum that addresses sociomoral development can also become a means to develop community by involving community members in the curriculum process and activities. This emerging curriculum is a continuing process rather than a product or prescription.

The elements of an emerging curriculum process are:

1. Defining the **philosophy** or mission clearly, with input from all those concerned.
2. Planning session(s) defining the **goals** to be achieved within a defined time period.
3. These general goals are achieved by planning **objectives** based on the developmental ages and stages of children, observations of the children themselves, and by noticing and encouraging activities born from children's interests.
4. **Choices** of activities are then created for children that are both planned and spontaneous as events occur.
5. The activities' success depends upon the **response** from the children and parents rather than on projected expectations.
6. Activities are greatly enhanced by including the **diversity** of ideas and resources of parents and the community. To do this an effective communication system must be created.

3. Resiliency In Children has Specific Qualities:

Resiliency is a primary element of sociomoral development and emerging curriculum. Defining the qualities of resiliency leads to the complex set of circumstances that nurture it (Riley 84):

- *Learning from choosing*; to achieve a reliable sense of right and wrong, children must practice making choices. They must begin when they are very young to believe they are capable of judgment.
- *Learning from seeing, touching, and experiencing*; to interpret reality, children must experience their surroundings through discovery.
- *Learning from playing*; to enliven and integrate real and imaginary experiences, children must participate in the process of play.
- *Leadership or permissiveness*; to understand and affirm a true idea of freedom, children must have the security of loving, thoughtful, and appropriate limits.

In order to foster resiliency, one strong adult role model in a child's life can make a difference. This can be a parent, teacher, neighbor, or other significant adult influence. The resilient child keeps trying, has more than high self-esteem, and more than cognitive and social skills; this child has the qualities of compelling curiosity and tenacity. Though one person can have a profound effect upon a child, a broader approach will give opportunities to reach more children and families. Resiliency can be developed by building community both inside and outside the child care center in their neighborhood. There is a community within a child care program with its' own culture and identity.

4. Focusing on Sociomoral Development Begins by Finding Strengths:

EECW has a very dedicated and talented early childhood staff who needed more advanced training. After an assessment of how previous training related to the Phoenix Project, it then proceeded with two workshops facilitated by John Hornstein, Phoenix consultant, early childhood educator, and researcher.

Session I-*A Starting Place for the Phoenix Project, What You Bring To It*. The topics centered on what individuals bring to their work, and a discussion of resiliency. Being treated to an elegant breakfast and setting reinforced the principals of the Project by honoring the staff's commitment to children and families with an exquisite treat.

Session II-*What to do With What You Bring to Your Work-What do You Need for Support*. Staff looked at new ways to develop curriculum, and how their own needs must be balanced with their work.

The staff response to these workshops was eager and grateful:

- "I had a very bad day with one particular child. The same behaviors as before, but now that I have had this training Mom received support from us sooner this time."
- "This Phoenix grant got us thinking about ways to cope."

By staff request, training continued with voluntary support group sessions. Anne Campbell from the Muskie Child and Family Institute facilitated these continuing sessions.

- "People were honest and open! Just to be able to sit with all of the staff and discuss everyday issues is a *big plus*!"
- "I don't feel so helpless anymore. It is exciting to see EECW growing this far."

Simultaneously, funding for substitute staff and training registrations were paid by the Phoenix grant. Freeing teachers from direct care to meet or attend training was an obstacle temporarily overcome by these funds. They attended training events such as: "Developmental Planning for Early Childhood Classrooms, and Theory and Practice in Early Childhood Education"

Staff also had the opportunity to observe other child care programs and found other ways to implement curriculum and room design. A resource library was obtained through the Phoenix grant that allowed staff to research and apply the concepts of the Phoenix Project.

5. Enhancing Meaningful Relationships with Parents is Critical:

At EECW, participation and involvement by parents fluctuates. This fluctuation is often frustrating to staff who want parents to become more involved. Sometimes parents are able to organize or attend center events; at other times, they need help coping with overwhelming stresses. As one staff stated it:

- "Survival, Maslows rules, if they're worried about their next meal, they aren't going to be able to worry about their responsibility to the community."

But, parents are needed to help design a curriculum about their child's daily life. For example:

"Mommy, He's Got a Gun!"

A 3 year old boy, let's call him Eric, came with his mother and siblings to an Open House Pizza Party at EECW. The scene was chaotic as everyone was eating, playing, and talking all at once.

Eric was sitting at a table with a huge piece of pizza. In spite of many distractions, he was somewhat successful at getting it into his mouth. Soon, one of the East End Community Police came in and stood with his back to our table. The policeman was casually dressed in shorts and shirt, but his gun and holster were clearly visible.

Eric's eyes widened when he saw the gun. He dropped his pizza and went to his mother crying, "Gun! He's got a gun! He's gonna hurt me?!" Eric's mother was calm and clear as she reassured her son, "no Eric, he's a policeman, he's one of the good guys. He only uses the gun to help people, and he would never hurt you." Eric remained unconvinced and terrified. He repeated, "he has a gun, and he shoots people dead! He has a gun!" Eric's eyes were round with fear.

When the problem was explained to the policeman, he understood the situation immediately. With the skill of much practice, he bent down to speak with Eric. He told him that he would not harm him in any way, and offered to go over and get him a cookie. He and Eric shared cookie stories.

Eric remained nervous, but not as scared as he was at first. He never left his mother's side, but continued to eat his cookie and talk about the gun.

We need discussions with parents to determine:

- Is it a mixed message to forbid guns or gun play in the classroom, but have real ones show up on a policeman during an open house?
- If it helps children to process their reality through play, how does gun play fit in?
- Who are the good guys and the bad guys anyway?
- What about the reality of children (and staff) seeing real guns and/or shootings?
- What about the abundance of guns on TV?

Staff indicate that it is sometimes difficult to understand parent behavior, or ways to approach them appropriately.

- "Kids swearing and screaming, then parents going over and doing the same thing- telling them not to do it! What kind of message does this give them?"
- "Parents believe children's behaviors reflect on themselves."
- "Make a connection with parents, they are lonely. But, they might inappropriately invite you to parties at their homes. It's the only way some parents know."
- "Parents need to be held accountable too, with firm boundaries, policies and rules."

Staff need training and support to find ways that includes parents in the partnership needed to create an emerging curriculum that truly reflects children's lives. Parents hold the answers to their children's likes, dislikes, fears, and triumphs. Teachers need parents not only for information about their children, but to create and agree upon ways to approach children about controversial issues.

6. Feeling Safe can be a Real Problem.

The amount of services currently available to residents of the East End community is heartening. For example, the *Coalition of Providers for Munjoy Hill* meets regularly, and is an excellent example of successful collaboration and whole family advocacy. An important finding is that there are common goals. One of these is safety.

East End's low income housing often does not meet codes. Tragic fires have caused death and injury; one right next door to the EECW center. Safety is expressed in the following quotes:

- "It is frightening when where they *live* is unsafe. When a parent is taken to the police station after a domestic call, the children act so insecure. My heart breaks every time."
- "Street people are so scary to children who are drunk, poorly dressed, and unshaven."

On the flip side:

- "When I grew up here kids threw rocks and drove my grandfather crazy stealing from his garden. Now they are so polite, they ask him for vegetables!"
- "Some people watch out for each other. A guy was following me, and a neighbor said, "Hey! Leave her alone!"
- "EECW is the only safe place my child knows. All of my four children have come here. It is a part of our family. I don't know what I would do without it."

We cannot prevent violence in our society with the threat of imprisonment. Rather, we need to help our children understand how to express their feelings and solve problems appropriately.

- "We must change the way we think about violence. Trying to catch and punish people after they have committed a violent act won't deter violence in the least. In life on the street, it is better to go to jail than be killed." (Geoffrey Canada, 1995)

A story about feeling safe:

"The Break-In"

Two key members are late for a Phoenix meeting, arriving visibly shaken by events at EECW. One looks exhausted and tells us the police called her at 3 am in response to a break-in to the preschool classroom. This was the first burglary in 22 years!

The burglar was very drunk and injured by the many cuts from the broken glass of the window he tried to climb through. He was actually hanging from the window when police arrived, and was taken to the hospital. The reply to the police's question, "do you want restitution?" was, "I want him to come (when he is sober) and apologize to the children and the staff for breaking into their building."

There was a lot of blood in and around the window that was cleaned before the children arrived in the morning. Still, it was clear that something had happened, and the plywood in the window looked very odd. The classroom teachers asked, "what should I tell the children?"

As they hurried to the meeting, the reply was, "tell them that someone broke the window last night, and we'll fix it today." As it became a topic for discussion at our meeting, we found many layers of answers to the simple question, "What do we say to the children?" The instinct to protect children from a full explanation was just the beginning of our discussion.

The break-in offers many curriculum opportunities. For some children, the center is their safe haven from a world that is full of violence and unpredictability. Discussion about the break-in must not alarm them. This takes considerable understanding, trust, and skill.
Sociomoral curriculum suggestions from this scenario:

- Ask: Is the temperature cooler over where the window was broken?
- Make a classroom area into a police station, or maybe police objects on a table top.
- Invite police, community, and parents to speak with the children about themselves.
- We need to write our own books for kids. They would love a story about *their life*!
- Encourage parents and staff to attend workshops together, find common issues, and solve problems together.

A frequent complaint is that children are often seen unsupervised and "roaming the streets":

- "A crossing guard pointed to an 8 year old chasing a younger child with a hypodermic needle! I ran over and took the needle away, and was really upset the crossing guard didn't intervene. I feel it is my responsibility to act. One person cannot raise a child, it takes a whole village."
- "One cold day there was a two year old in diapers outside *all alone* on the playground When I took him home, the Mom said, 'You got out of the house again!' I should have called the police."

Reports say there is a feud between the "hill" residents and those below Washington Avenue.

- "When I grew up on the Hill, there were riots between Kennedy Park and the Hill. It's better now, but it still exists. It takes a lot of time to overcome these biases."
- "I got a soccer team going really well, and I wanted to include Kennedy Park kids. But when the Kennedy Park kids showed up the other kids quit!"

One way to address the feeling of safety is to begin sociomoral development at a very early age. Helping children make sense out of the often frightening events of their lives can build the skills they need to become resilient.

- "Children need to accept who they are, explore what they enjoy, take risks, persevere, have a sense of humor about themselves, and a willingness to try."
- "Kids need to feel good about themselves, that they came from something good. We need to get the message across that we like them the way they are."

Summary

All the articles read, conversations voiced, and ideas offered have merged to form a new and insightful idea of how one community can make a difference. The East End community is already doing what they can. Even when overwhelmed by the adversity of politics, or the hopelessness portrayed by a family, there is still a song sung every single day for the families and children who live there. These voices are represented by the staff and families at the East End Children's Workshop.

Caring about America's future means caring about its children. To do this we must also care about families and the neighborhoods they live in. America feeds on hope, a rambunctious and infectious desire. When one person is filled with hope, those around her become infected as well. If we are going to inspire our children, we must help them learn to get along in an increasingly diverse and outwardly violent society. They deserve understanding and encouragement as well as unconditional love and respect.

It is new thinking to believe that we can begin sociomoral development in very young children. It is indeed a challenge for children to respect others when they are still in their egocentric developmental stage. By nurturing sociomoral development early in young children, we may put them on the path to becoming good citizens who respect and love all humankind. An environment of trust and interaction can be achieved by bringing families and community together. We can build this village right here in the East End of Portland, Maine.

RECOMMENDATIONS

1. DEVELOP AN EMERGING CURRICULUM MODEL EMPHASIZING SOCIOMORAL DEVELOPMENT AT EAST END CHILDREN'S WORKSHOP.

Within the context of families and community, a sociomoral curriculum can help children become emotionally healthy and socially competent. This curriculum is an emerging process that utilizes a working knowledge of child development, observations of children, and the culture of the families, staff, and community. We trust that children will arrive at their own conclusions based on a wealth of experiences relevant to their daily lives, and that they are inherently capable of becoming productive members of society. We must work with parents to develop curriculum strategies that address sociomoral development and shared values.

2. BUILD COMMUNITY AS AN INTEGRAL PART OF CHILDREN'S SOCIOMORAL DEVELOPMENT.

The existing community agencies serving the East End are already working toward enhancing sociomoral development. For example: *Maine Healthy Families*, *Time Dollars*, and the *Family Anti-Violence Collaborative* all address sociomoral issues in their own way. We should utilize programs that are already in existence as they have familiarity and trust with community members, an established funding base, and are supportive of EECW and the Phoenix project. We need to continue to create a collaborative system of services that makes the East End a better and safer place to be. Creating an emerging curriculum that emphasizes sociomoral development develops community both inside and outside the child care center program.

3. CONTINUE HIGH QUALITY TRAINING AND SUPPORT FOR STAFF.

Phoenix Project sponsored training is changing the way staff think and feel about their work. The emerging curriculum process will evolve with continued effort and time tested results. The training initiated by the Phoenix Project is unique and valuable to a larger community than the East End. It can and should be offered to others.

The largest obstacle to sustaining the work begun with the Phoenix Project is the ability of staff to meet. The reflective thinking and subsequent planning necessary to bring about real change is extremely difficult when staff are needed to care for children. Strategies need to be developed and funded that allow staff to meet regularly and have ongoing support.

4. EMPHASIZE MEANINGFUL RELATIONSHIPS WITH PARENTS.

Parents must be respected and needed for their diversity and wealth of knowledge in order to be partners in curriculum development. Staff need to be trained in effective communication techniques that support their attempts to enlist parents as decision makers. The social service backbone of EECW must intensify support to staff to keep pace with the increasing requirements of serving at-risk families and children with disabilities. A communication system must be created between parents and staff that is founded upon trust.

5. SOLICIT FURTHER FUNDING.

It is the right time to do this work! The positive response to the Phoenix Project attests to the potential of sociomoral topics as a catalyst for collaboration. EECW staff have shown that positive change can result from a sociomoral curriculum focus, and that daily life events are part of an emerging curriculum that is real and relevant to the children and families it serves.

The continued development of a curriculum model that addresses sociomoral development could result in a research study with evaluative documentation and research. This project has planted the seeds for building community around shared values, and needs to be continued!

Attachment 1
Glossary

1. Sociomoral development is a combination of social and moral factors that effect the development of emotional health by looking at all of its influences. This produces strong, mutually satisfying, socially competent relationships.

A Sociomoral atmosphere (DeVries & Zan 95')is the entire network of interpersonal relations in a classroom. A sociomoral atmosphere must be cultivated in which respect for others is continually practiced by:

- Upholding the child's rights to feelings, ideas, and opinions.
- Using their authority selectively and refraining from using power unnecessarily.
- Respecting errors leaving children free to express honest reasoning without the fear of being wrong.
- Children have the opportunity to develop personalities characterized by self-confidence, respect for self and others, and active, inquiring, creative minds.

2. Resiliency is the capacity within a person (child) to regulate their emotions, and build positive relationships with others in spite of severe stress. The resilient child keeps trying.

Resilient children (Werner and Smith, 1989) are capable of positive social interaction, showing autonomy and independence, and a facility for information processing. Resiliency enhances the child's ability to recover from or adjust to misfortune or change. This is also the capacity that allows children to do well despite long term and severe stress.

The resilient child is often characterized as: agreeable, cheerful, friendly, relaxed, responsive, self-confident, sociable, fluent, intelligent, quick, talkative. High-risk children who later develop problems are characterized as: anxious, bashful, disagreeable, fearful, hostile, nervous, suspicious, withdrawn, ambivalent, dull, hesitant, slow, or uncommunicative.

Some of the factors that promote resiliency are:

- One or more adult role models with which the child builds a good relationship,
- In infancy, the baby received interaction and responsiveness from an adult(s),
- The ability to counter stereotypical roles, such as: girls being more assertive, and boys more nurturing.

3. Holding is the quality of caregivers and an environment that offers support for the physical, cognitive, and emotional needs of a person in an atmosphere of acceptance and respect. Holding has three components:

- **Physical**-Touching with love and affection; also to be trained to skillfully hold or restrain a child who is a danger to him/herself or others.
- **Emotional**-Offering words of support, rendering services, or allowing and validating children's feelings. Emotional holding enhances the ability for children to 'attach' to adults in a secure relationship.
- **Intellectual**-Offering a nurturing environment of developmentally appropriate choices and individual attention that helps children to make sense of their world.

4. Unconditional Love is love that is given freely without restriction or anticipated return. It is unconditional love that caregivers give to children even when they are the most difficult to love (acting out violently or in a state of very poor hygiene). Unconditional love has been described as easier to bestow upon children than upon their parents. Children have the advantage of innocence; adults are perceived as being wise or at least mature. Unconditional love is the acceptance of a person for who they are, no matter what.

5. Curriculum: is a continuing process rather than a product or prescription. It includes a plan of ideas and/or goals for a specific time frame that teachers and parents develop together assessing the children's developmental abilities, challenges, and specific interests. This includes an array of possible choices and an ability to be flexible and spontaneous according to events. The National Association for the Education for Young Children (NAEYC) criterion for quality programs is both adhered to and challenged

Curriculum is a whole environment including a plan of ways to meet group and individual child goals. This plan takes into account developmentally appropriate practices for the children in care, as well as the diverse needs of the group, including the adults. An **Emerging Curriculum** progressing from the Phoenix Project is a continuing process rather than a product or prescription. The NAEYC criterion for quality programs is both adhered to and challenged.

Criteria for High Quality Early Childhood Programs (NAEYC Developmentally Appropriate Practice):

> The curriculum encourages children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, and to pursue their own interests in the context of life in the community and the world. A developmentally appropriate curriculum for young children is planned for the age span of the children within the group and is implemented with attention to the different needs, interests, and developmental levels of those individual children. The curriculum is planned to reflect the philosophy and goals for children. Realistic curriculum goals for children are based on assessment and observation of individual needs and interests.
>
> Children are provided a variety of developmentally appropriate activities and materials that are selected to emphasize concrete experiential learning and achieve the following goals: foster positive self-concept, develop social skills, encourage children to think, reason, question, experiment, and problem solve, enhance physical development and skills, encourage and demonstrate sound health, safety, and nutritional practices, encourage creative expression and appreciation for the arts and, respect cultural diversity of staff and children.

Curriculum encompasses everything that happens (in a classroom), but .. not randomly or by chance. Instead, effective curriculum requires thoughtful planning and implementation. Mindful curriculum enables children to make sense of what they are learning and to connect their experiences in ways that lead to rich conceptual development (Bredekamp & Rosegrant, 1993).

Family Workshop Inc.

PORTLAND, MAINE

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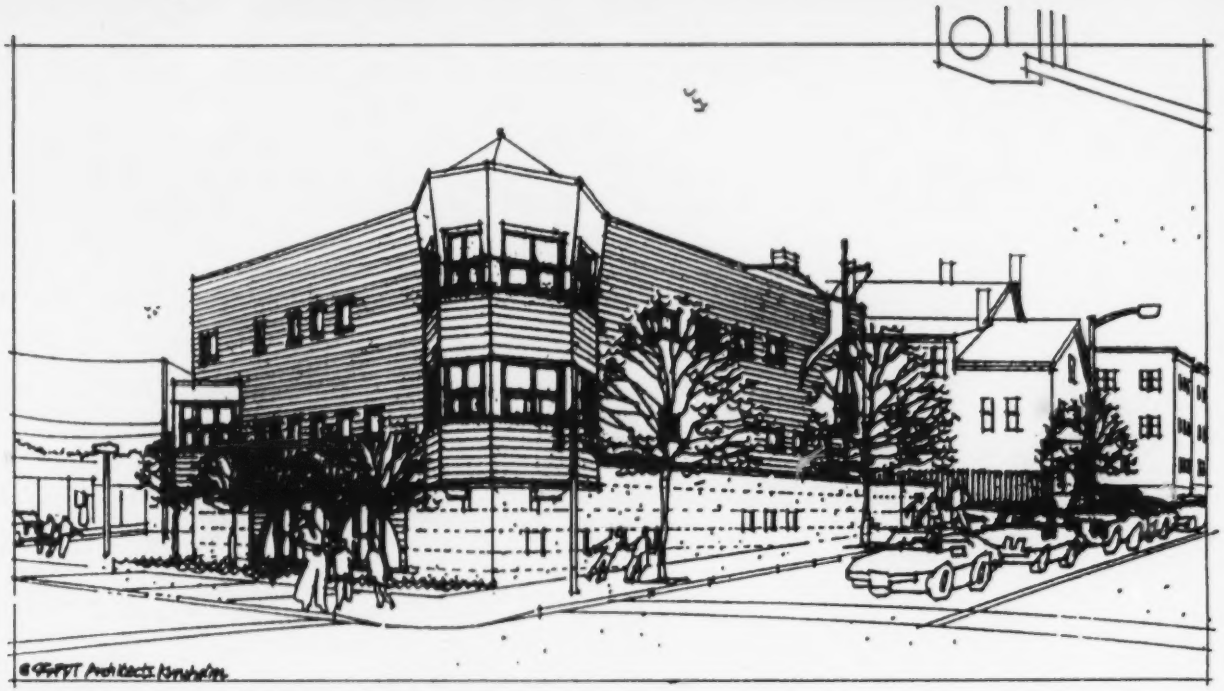
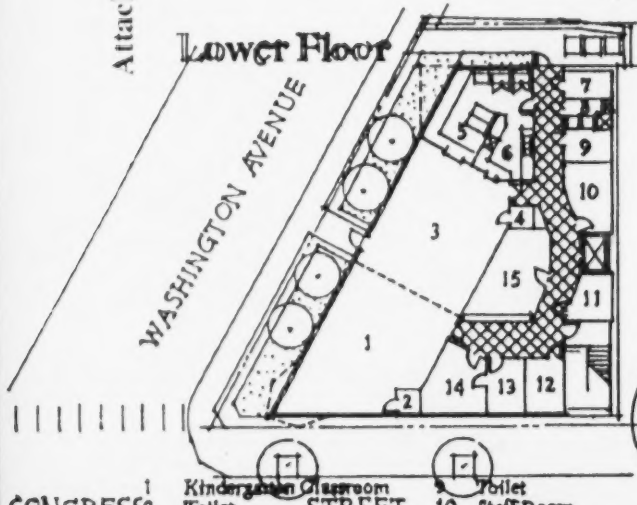
Attachment 2

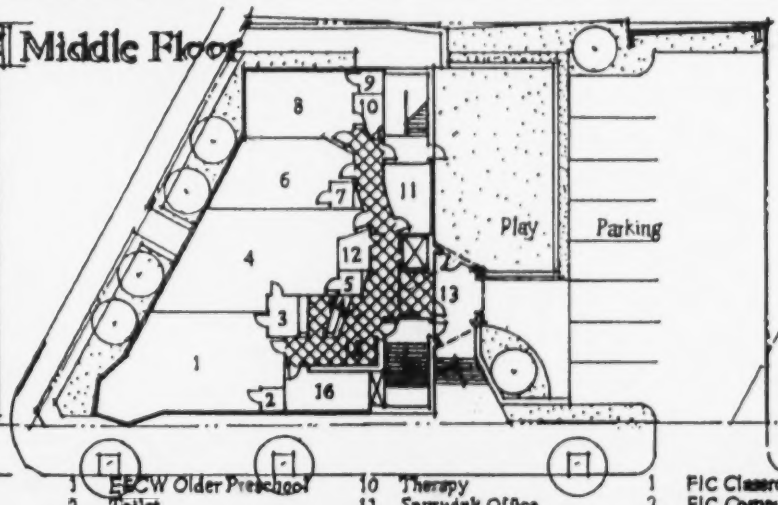


Lower Floor



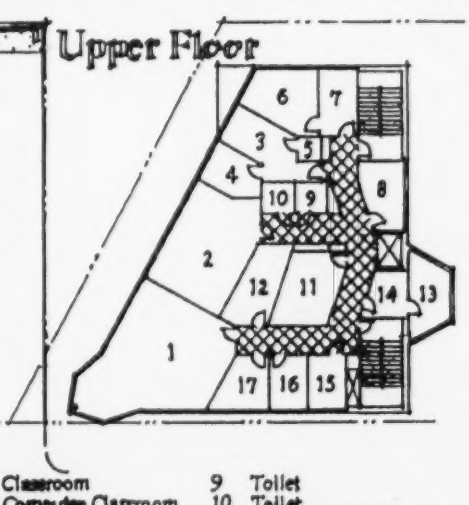
1 Kindergarten Classroom
2 Toilet
3 SACC Classroom
4 Toilet
5 Kitchen
6 Dishwashing Area
7 Electrical Room
8 Janitor/Laundry
9 Toilet
10 Staff Room
11 Elevator Machine Room
12 Mechanical Room
13 CCC Director
14 CCC Staff Office
15 EECW Coordinator's Office

Middle Floor



1 EECW Older Preschool
2 Toilet
3 Therapy
4 EECW Younger Preschool
5 Toilet
6 EECW Half Day Preschool
7 Toilet
8 Spurwink Preschool
9 Toilet
10 Therapy
11 Spurwink Office
12 Toilet
13 Main Entry
14 Sec./Adm./Control
15 Waiting Area
16 Family Services Office

Upper Floor



1 FIC Classroom
2 FIC Computer Classroom
3 Health Clinic
4 Health Office
5 Health Exam
6 FWI Director Office
7 FWI Adm. Office
8 EECW Office
9 Toilet
10 Toilet
11 FIC Conference Room
12 EECW Storage
13 EECW Program Director
14 EECW Adm. Office
15 Mechanical
16 FIC Office
17 FIC Office

BEST COPY AVAILABLE

Attachment 3

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A Morally Defensible Mission for Schools in the 21st Century, Nel Noddings, *Phi Delta Kappan*, January, 1995

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Neighborhood Profiles-a report based on the 1990 census by the City of Portland, Maine, 1993

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Time Dollar: a Reward for Decency- report from the Field- Leslie Burdick, *Time Dollar Network* 1994

East End Children's Workshop-The Phoenix Project-Questions For The Neighborhood

The Phoenix Project is a special grant to East End Children's Workshop (EECW) from the Phoenix Foundation. Phoenix is a group of concerned people who are discovering ways to support the moral development of children and to prevent children from turning to crime. You opinion must be heard before we can start firguing out ways that EECW can hlep.

If it "takes a community to raise a child," the Munjoy Hill neighborhood is just such a community. EECW wants the answers to these questions to be the framework for this new venture. In the end, we will find ways to support children, families, and the neighborhood; ways to help your children grow up to become the adults you dream they can be.

Please feel free to call (772-5467) with question or comments. If you have taken this to fill out, please deliver, mail or FAX to:
EECW, P.O. Box 735 DTS, Portland, Maine 04112 attn: Kathy Stead - FAX 761-9032

WE REALLY CARE WHAT YOU THINK!

These answeres are confidential, no names will be used without your specific permission.
Please check one:

Yes, you can quote me_____, my name is _____
Maybe you can quote me, but please ask first _____
NO, you may not quote me _____

If you would like to receive a mailing on the findings of the Phoenix Project.
Please add your:
Name: _____
Address: _____
_____
Phone (optional) _____

These questions are from a parents point of view. If you are not a parent, that's O.K., give it *your* point of view.

1. Imagine you are walking to the store. A 4 year old (not yours) runs by you, darts across the street (almost being hit by a car), and throws a glass bottle at a cat sitting on stairs. The bottle breaks, the cat runs away yeoling, and the 4 year old laughs and looks at you. Does this or something like it happen in your neighborhood?
What do you think you would do? Do you have another example to share?

2. What do you think would be the best way preschool chilren can learn right from wrong now so, for example, they will not break windows when they are older?

3. What might prevent your children from feeling safe living here?

4. describe your child as a teenager that is fulfilling his/her potential. What qualities does he/she have?

5. How can EECW help your children, when they are in preschool, to have the qualities you describe above?

Attachment 5
Organizations and Individuals Who Contributed to The Phoenix Project and to This Report

Organizations:

1. **The Cumberland County Training Coalition**-caregivers, teachers, administrators, and trainers of early childhood development programs from Cumberland County
2. **Child Care Connections (Resource Development Center)**-an organization that offers child care referral services and funding to parents, enhanced employer support, and training opportunities for child care programs.
3. **The Maine Healthy Families Organizing Team**-a design team headed by the Child Abuse and Neglect Network that is working on implementing a successful nation-wide program aimed at the prevention of child abuse.
4. **The Coalition of Providers for Munjoy Hill**-a multi-faceted group of organizations serving the East End headed by the staff at Jack Elementary School.
5. **The Maine Child Care Directors Association**-a group of statewide Childcare agency administrators who perform advocacy for the Maine system of child care programs.

Individuals:

1. Pat and Heather Corey of the Phoenix Foundation
2. John Hornstein, Educator, Phoenix Consultant
3. Anne Campbell, Ph.D.-Child and Family Institute, consultant to Phoenix
4. Debra LaFrance-Kindergarten Teacher, Breakwater School
5. Sue Reed-Director, Westbrook College Children's Center
6. Al Sheehy-EECW Board member and parent of a child at EECW
7. Angela Gleason-Munjoy Hill Community Policing Center
8. Pat Haag and Maria Anthony-Education Center, Portland Housing Authority
9. Judy Faust-Art Educator and Independent Consultant
10. Lucky Hollander-Child Abuse and Neglect Council Director
11. Lisa Belanger-City of Portland Health Services
12. Cathy Sabbath-Jack School Family Center Coordinator
13. Lori Freid-Davis, Gretchen Greenburg, Kathy Nicholas, and Donna Brown at Child Care Connections.
14. Kay Mishkin-Family Child Care Provider, Trainer, and advocate
15. Laurie Conrad-Training Specialist, PROP Child Development
16. Bev Engel-Education and Organization Consultant
17. Jill Hooper-Family Child Care provider and advocate
18. Lorna Leo-CARESHARE Network Family Child Care Coordinator, Catholic Charities Maine

East End Children's Workshop Staff:

Linda Hogan-Executive Director,
Kathie Stead-Program Director,
Barbara Tuttle and Anita Talbot-Family Service Staff,
Lynn McGrath-Nutrition Coordinator,
Letitia Hodgkins-Office Manager,
Robin Lakin, Ellen McKenney, Sue Webster, and Judy Talbot-Lead Teachers,
Sheila Bate, Laurie Bickford, Brynne Larrabee-Wahlstrom, Jessica Allen, Gerrie Rogers, Denise Russo, Barry Priester, Annette Young, Heather Goodine-Teachers
Ron Adams-East End Kids Katering-Executive Chef, Joshua Cook, John Woodman-Food Service staff